THE GENESIS

OF

The University of New Brunswick

WITH A SKETCH OF THE LIFE OF

WILLIAM BRYDONE-JACK, A.M., D.C.L.

PRESIDENT, 1861-1885.

BY ARCHDEACON W. O. RAYMOND, LL.D., F.R.S.C.

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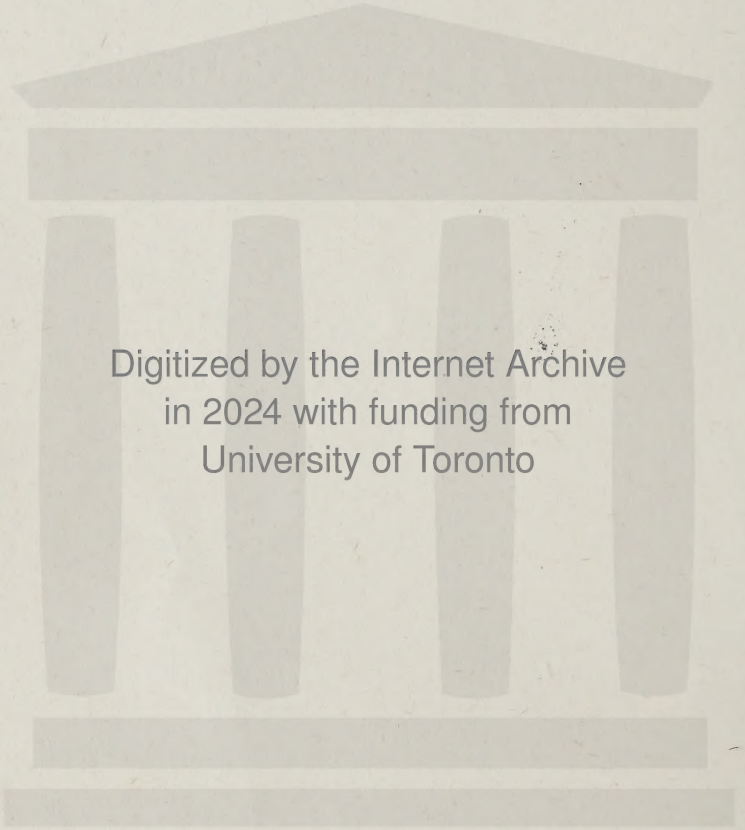
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THERE may be seen to-day on the wall of the library of the University, in Fredericton, the original memorial to the first Governor of New Brunswick on the subject of the establishment at the provincial capital of an Academy, or school of "Liberal Arts and Sciences."*

The memorial was signed by seven prominent Loyalists, then lately arrived in the county, viz.: William Paine, William Wanton, George Sproule, Zephaniah Kingsley, John Coffin, Ward Chipman and Adino Paddock.

On December 13, 1785, the memorial received the favorable consideration of the Governor in Council, and it was ordered "That the attorney-general (Bliss) and solicitor-general (Chipman), with all convenient speed, be directed to prepare the draft charter of the said Institution."

The signers of the memorial were eminent men. Paine and Chipman were Harvard graduates. Wanton was a son of the Governor of Rhode Island and first collector of customs of the City of St.John. Sproule was a native of Long Island, N. Y., and afterwards for many years surveyor-general of New Brunswick. Kingsley was an eminent merchant of Charleston, S. C., and a Quaker by religion. Coffin was from Boston and had a distinguished military career, being at the time of his death (at the advanced age of eighty-seven years) a General in the British army. Paddock was a native of Boston and an eminent physician, as were several of his descendants. Chipman

* A Copy of this Memorial will be found in the appendix.

was successively solicitor-general, judge of the supreme court, member of council and, at the time of his death, administrator of the provincial government.

Doctor William Paine, the first of the signers of the memorial, was a native of Worcester, Massachusetts. At the peace in 1783, he obtained from Governor Parr a grant of Lete Island in Passamaquoddy Bay and went there to live. Writing from thence in August, 1784, he says:

"My situation I like very much; my lands are certainly well located, and if Mrs. Paine could content herself I should be well pleased. Her objection is that the children cannot be properly *educated*. This island will soon be a place of consequence, and ultimately *the principal port in British America*. Paine's expectations were based upon the proximity of the fine harbour known as *L'Etang*, near the mouth of the Bay of Fundy. Dr. Paine was in 1785 elected a member of the first House of Assembly for the County of Charlotte and appointed first clerk of the House.

It is said that at a dinner party given by Doctor and Mrs. Paine in Worcester, Mass., shortly before the outbreak of the Revolution, some of the Whigs refused to drink the health of the King, until John Adams advised them *sotto voce*, to comply, saying, "We shall be able to return the compliment." Accordingly Adams immediately afterwards proposed the health of his Satanic Majesty, the Devil! Paine was very indignant, but his wife with ready woman's wit turned the laugh on Adams by saying, "My dear, as the gentleman has been so kind as to drink the King's health, let us by no means refuse to drink to *his* friend."

In 1786 the Governor-in-Council ordered that 2,000 acres of land in the vicinity of Fredericton be devoted to the maintenance of the Provincial Academy of Arts and Sciences. And in the session of 1793, the House of Assembly resolved that an annual sum, not exceeding £200, be allowed for the purpose of assisting in the erection of proper buildings for the Academy. The site selected was near the present Christ Church Cathedral. The Academy was at first little more than an old time Grammar School. In 1800, however, it was established by provincial charter as the "College of New Brunswick," and five years later there was added to its annual income the sum of £100 derived from the rentals of its lands. From time to time the grant was increased until in the time of Sir Howard Douglas (1829) it had reached a sum equivalent to $8,844.48 currency, and this continued to be the annual legislative grant for current expenses until as late, at least, as 1898.

In 1811 the Rev. James Somerville, M.A., LL.D., became "Principal Preceptor" of the Academy, and on March 25, 1820, the same gentleman became the first and only President of the "College of New Brunswick." He was succeeded at the Academy by the Rev. George McCawley, B. A., of Windsor, N. S. These two eminent teachers were associated in Academic and Collegiate work for the next sixteen years. The staff of the college proper consisted of Dr. Somerville alone, as we learn from his address to the *first* and *only* graduating class of the College of New Brunswick, delivered on February 21, 1828, in which he observes:

"To assert that one man, although his abilities and acquirements were greatly superior to mine, when thrown upon his own solitary resources, could perform what in similar institutions is the business of five or six, would savour more of the vain boastings and empty pretence of an emperic than the modesty and diffidence of a scholar, but I can confidently say I have done what I could."

The Candidates who were admitted to the degree of B. A., on this occasion, were Samuel Denny Lee Street and Daniel H. Smith, and on the same day Timothy R. Wetmore, B. A., of King's College, Windsor, was admitted B. A. *ad eundem.* Mr. Street, the first graduate, was a younger brother of Judge George Frederick Street and of the Hon. John Ambrose Street, attorney-general of the province in 1851. He entered the ministry of the Anglican Church and was for forty-one years rector of the Parish of Woodstock.* The three gentlemen just mentioned were the only graduates of the College of New Brunswick. The building in which their degrees were conferred stood not far from the site of the Cathedral.

The provincial legislature, on March 25, 1823, passed an act to enable the governor and trustees of the College of New Brunswick to make a conditional surrender of their charter, having in view the obtaining of a Royal Charter from the crown. Soon after the arrival of Sir Howard Douglas in August, 1824, the site of the new college building was chosen, and during the next two years the sound of the workman's hammer was heard in the construction of the nobler and more enduring college building that still crowns the hill back of Fredericton. In 1828 the work was so far advanced as to permit the surrender of the provincial charter. The new

*Among the Sons of Rev. S. D. Lee Street were the late Sub.-Dean Street, of the Cathedral, and Alfred F. Street, Collector of Customs. The writer of this paper was baptized by Rev. S. D. L. Street, and his father, Lt.-Col. C. W. Raymond, was for years his church warden and most intimate friend.

college, under its Royal Charter, bearing date December 15, 1827, was constituted with the privileges of a University, under the name and title of "The Chancellor, President and Scholars of King's College at Fredericton, in the Province of New Brunswick." The college was opened on New Year's day, 1829, and Sir Howard Douglas installed as its first chancellor. As originally built the edifice was of the proportions and design represented in the Douglas gold medal, founded by His Excellency at this time. Its cost was £11,300 currency, a very moderate sum considering the excellence of the work. Indeed the contractor lost money on his job, and the province subsequently came to his relief and upon his representations passed a supplementary vote to save him from financial ruin.

In his opening address Sir Howard terms the edifice "this good and sufficient building" and in the course of his after remarks observes:

"I shall ever rejoice that it has fallen to my lot to lay with my own hand the corner stone of this building, and that I have been spared to witness its completion. The architect of the material fabric has been careful to make his selections of the best quality and of materials the least perishable and to put them together with a master hand."

The building was planned so as to admit of the addition of another story, and in 1876, through Doctor Jack's efforts supported by the Senate, the new story with its fine central dome was added at a cost of $8,500.00. Again the sum seems very moderate, in view of the wonderful improvement in the appearance of the building and the increased accommodation afforded.

The first and only President of King's College was the Rev. Edwin Jacob, D.D., who filled the position for thirty years. Doctor Jacob was a native of Gloucestershire in England, a graduate of Oxford, and some time Fellow of Corpus Christi College. He was nominated by the Very Rev. George Pillew, Dean of Norwick, and the Rev. Dr. Russell, who was headmaster of the Charterhouse School, and entered on his duties as Principal on October 19th, 1829.

In the assignment of college work, Dr Jacob took the chairs of Classics, History and Moral Philosophy; the Rev. George McCawley became professor of Logic, Mathematics and Hebrew. The Rev. Dr. Somerville had the chairs of Divinity and Metaphysics and did not reside in the college building but was permitted to take any church preferment that might be offered him. Under this arrangement he for a good many years took charge of the Sunday Services and did other work in the Mission field of the parish of Douglas and places adjacent.

An exceedingly interesting account of the opening of King's College and the inauguration of its first chancellor Sir Howard Douglas, will be found in Lawrence's "Judges of New Brunswick and their times," pp. 244-252. Next to His Excellency himself, the most prominent personage who participated in the ceremonies was undoubtedly Dr. Somerville, who was not only a scholar by distinction but an orator. He continued to fill the chair of Divinity until 1840. His portrait in oils may be seen in the University library. It was presented to the college in 1838 by seventeen of his old pupils, including a number of men eminent in their generation in public affairs. Among them were Hon. L. A. Wilmot, Hon. John Ambrose Street, Hon. Charles Fisher, George F. S. Burton, Rev. S. D. Lee Street and William H. Odell. The portrait was painted by Hoit, an artist of merit, and is believed to be an excellent likeness. It was ordered to be placed in the college as "a tribute of affection and gratitude for the many and continued acts of paternal kindness evinced towards the donors in their youth."

Dr. Jacob, at the time of his appointment as head of King's College, was in the thirty-sixth year of his age. His title at first was "Vice-President, acting and resident head of King's College." This title was altered in 1848 to "Principal of King's College."

The Rev. George McCawley was a Nova Scotian by birth. He resigned his professorship in 1836 to become president of King's College, Windsor, a position which he filled for thirty-nine years. His life work as professor at Fredericton and Windsor covered the long period of fifty-five years. On his removal to Windsor he was furnished with the highest testimonials that the College Council could give as to his qualifications and character.

Upon the resignation of Dr. Somerville in 1840 the professorship of Divinity was taken by Rev. Dr Jacob.

The Act, under which the present University was constituted in 1859, abolished the professorship in Theology and declared, among other things, that in future the President should be a layman appointed by the Governor in Council. Their choice fell upon Joseph R. Hea, M.A., D.C.L., who remained less than a year in charge.

Dr. Jacob seems to have put aside any resentment he might have entertained at being superseded in the Presidency, and continued his connection with the University for a year after its reorganization, as professor of Classics, Moral Philosophy and Metaphysics. He thus saw the institution fairly launched upon its new career before he retired to his silvan retreat at "Woodlands," on the borders of the parishes of Douglas and Stanley, where his name and that of other members of his

family is still cherished. In the little country churchyard in the Parish of Douglas near Fredericton, but on the opposite side of the river, a simple cross erected by the piety of a daughter, bears the inscription: "Edwin Jacob, D. D. Died May 31st, 1868. Aged 74 years."

For some years, in addition to his professional duties, Dr. Jacob acted as a missionary in the Parish of St. Marys, which lies directly opposite the City of Fredericton on the east side of the St. John River. He was mentioned in some quarters in 1844, as a candidate for the office of First Bishop of Fredericton, a position afterwards filled by the Rev. Dr. John Medley, of Exeter, in Devonshire, England.

The policy of Dr. Jacob in regard to King's College was very conservative, and is thus defined in his Encoenial address in 1851:

"In a thinly peopled and comparatively uncultivated country, no means which could be employed would have the effect of filling the college with agricultural, manufacturing, mechanical or commercial students. The attempt could have no better effect than miserable, disheartening, self-destructive disappointment." Intellectual and moral culture should be "our pursuit and occupation." "Our peculiar province is to teach the principles and application of *Truth*."

As Dr. Jacob's term of service included only one year in the University of New Brunswick, it may practically be considered as co-extensive with that of King's College, 1829 to 1859.

We come now to consider the life and work of one who left an enduring impress not only upon the University but upon the progress of education in New Brunswick.

William Brydone-Jack, the subject of this sketch, was born in the Parish of Tinwald, Dumfries-shire, in Scotland, on the 23rd of November, 1819. His father, a stone mason and masterbuilder came of a Perthshire family, but removed to Dumfries-shire early in life, married and settled down there. Young Brydone-Jack received his elementary education in the parish schools of Tinwald. Later he attended Halton Hall Academy, Caerlaverock, where he was prepared for college. In 1835 he entered as a student at the University of St. Andrews in Fifeshire. Here he came under the influence of the principal, Sir David Brewster, one of the most famous mathematicians and natural philosophers of his time. Brewster was distinguished for his contributions to scientific literature. His biography of Sir Isaac Newton embodied the results of more than twenty years patient investigation of original manuscripts and all other sources of information. In 1802, at the age of twenty, he was editor of the Edinburgh Magazine. He contributed many articles to the Encyclopedia Britannica, and later was editor of the Edinburgh Encyclopedia.

In 1831 he was one of the founders of the British Association for the advancement of science. He was knighted the same year, receiving also the decoration of the Guelphic Order of Hanover. In 1838 he became the Principal of the United Colleges of Saint Salvador and Saint Leonard at St. Andrews. He was president of the British Association in 1849, and from 1849 until his death, which occurred on February 10th, 1868, he was the vigorous president of the University of Edinburgh.

Brewster was famous for his original discoveries in optics. In 1816 he invented the Kaleidoscope, for which there was such an extraordinary demand in England and America that the supply could not be met. The Centicular Stereoscope was also his invention. The dioptric apparatus used in light-houses was so vastly improved by him that his successor in the University of Edinburgh wrote:

"Every light-house that burns round the shores of the British Empire is a shining witness of the usefulness of Brewster's life." At the time of his death he had attained the ripe age of eighty-seven years.

Such was the man who left an indelible impress upon the mind of William Brydone-Jack, which he fittingly acknowledges in his Encoenial address before the University of New Brunswick in 1870.

In his college course the future president of the U. N. B. was distinguished for proficiency in mathematics and physics, carrying off the highest prizes in those departments of study. He graduated at Saint Andrews, and in 1840 received his M. A. degree. Very shortly afterwards he was offered the chair of physics in Manchester New College in succession to the celebrated Dr. Dalton. About the same time he was offered the position of professor of mathematics, natural philosophy and astronomy in King's College, Fredericton. Sir David Brewster and other friends, who took a warm interest in young Brydone-Jack's welfare, advised him to take the latter position, as they considered him too young — not having then attained his twenty-first birthday — to safely risk his reputation in the wider and, as it was thought, more arduous field at Manchester. Their counsels prevailed and he accepted the New Brunswick Professorship.

He reached Fredericton in the month of September, 1840, intending to remain there not more than a year or two, and then to return to his native land. Fortunately for the cause of education in New Brunswick, he was subsequently led to relinquish this intention and to become prominently identified with the struggles and finally with the success of the college.

Previous to the appointment of Professor Brydone-Jack, the chair of mathematics and Natural Philosophy in King's College was filled by Professor David Gray, M.A., who resigned in 1839 to accept the Principalship of the Royal Academy at Inverness, and it was upon Gray's recommendation that the College Council in Fredericton were led to select so young a man as Brydone-Jack as his successor.

King's College was greatly indebted to Scotland at this period for three of her distinguished sons, Professors Gray, Robb, and Brydone-Jack, all of them men of marked ability, high ideals, energetic and progressive. Gray and Robb arrived in October, 1837, and their coming was the beginning of a more modern era in the history of the college.

After the arrival of Brydone-Jack in the autumn of 1840 certain alterations were made in the college building by which he and Robb were provided with rooms therein. This was the beginning of a friendship that undoubtedly did much to keep Professor Jack in Fredericton. Twenty years later Dr. Robb died, and in his Encaenial address, in 1861, Dr. Jack pays a heartfelt tribute to the worth of his deceased friend, in the course of which he says: "The death of Dr. Robb has no doubt been keenly felt by many of you as the loss of a warm friend or valued instructor; to me it has been the removal of more than a brother. For upwards of twenty years we had been associated in kindred pursuits without the perfect harmony of our daily intercourse ever being disturbed.

William Brydone-Jack was in many respects an admirable representative of the Scottish race. He possessed the strong moral fibre characteristic of his ancestry, the rugged tenacity of purpose and strong common sense, the courage and perseverance, the cheerful optimism and energy essential to successful leadership. As a young man he was endowed with an unusually fine physique. He was tall — rather more than six feet in height — strong and vigorous. He liked life in the open air, was an excellent walker, and almost as much at home in practical surveying as he was in the lecture room, or in the College observatory. He was fond of working in his garden, liked and drove spirited horses and enjoyed the game of curling. He was an entertaining companion, interested in the affairs of the day, and in the well-being of the community, patriotic in his sentiments and social in his instincts. For many years he was an active member and office bearer in the Saint Andrews Society. He was at his best on the occasion of any public function and even those students who had little love for mathematics and stood in awe of the Doctor in the class-room, were proud of him when he presided at the Annual Encaenial festival. He was a brilliant

mathematician, quick and accurate in his work and exceedingly neat in his diagrams both on paper and at the black-board. It was always a surprise to the assembled class to see the ease and accuracy with which the Doctor with graceful free arm movement would draw upon the black-board a perfect *ellipse.*

He had the gift of *sarcasm* and was not always patient with the duller intellects in his classes. Unfortunately in the curriculum of those days there were no optional subjects and there were always certain students to whom the pass-mark of twenty-five per cent. in *Analytics* and *Calculus* was a veritable night-mare. But to the "mathematicians" of the various classes there was a never to be forgotten charm in the Doctor's manner in the lecture-room. While pre-eminent in mathematics, he was an all-round scholar. Of this we have ample proof in the Encaenial addresses that have come down to us. It may also be noted that upon the death of the Classical Professor, George Montgomery-Campbell, in April, 1871, Dr. Jack solved a problem that had arisen respecting the work with the senior class by himself taking the subject of Classics with the seniors for the balance of the year.

Previous to a serious attack of congestion of the lungs in the winter of 1866-67, from the effects of which he never entirely recovered, the Doctor did a good deal of field work in connection with the course in surveying. He also made much use of the observatory. This modest little building was built in 1851. Its fine equatorial telescope, made by the famous Merz & Son, was for some time the best in British North America, and the other astronomical accessories were regarded *then* as quite up to date. The many hundreds of careful observations which Dr. Jack took show that astronomical work was to him a labor of love He was always particularly interested in any discovery or invention pertaining to science. After the establishment of lines of telegraph communication he was among the first to make use of them in determining with accuracy differences of longitude. By exchange of signals with Professor Bond of Harvard University, the true longitude of Fredericton was ascertained. He afterwards, at the request of the New Brunswick government, obtained the exact longitude of Saint John. In 1856, as discrepancies were found to exist in the longitude of places in the Northeastern boundary between Maine and New Brunswick, as taken by the British and the United States surveyors, it was deemed important to settle the points at issue by the electric telegraph. Accordingly the longitudes of Grand Falls and Little Falls (or Edmundston) were determined by this method. The longitude of Quebec was determined in a similar way in November, 1855.

After the establishment of a meterological observatory at the University, soon after the Confederation of the provinces, daily observations were made by Dr. Jack until he retired from the Presidency of the College in 1885.

The first twenty years of Professor Jack's residence in Fredericton, were memorable on account of the prolonged and bitter controversy between the college authorities and the provincial legislature. The origin of the controversy was almost identical in the cases of King's College, Toronto; King's College, Windsor; and King's College, Fredericton, namely the attempt to perpetuate an old-world charter in a new country, where there is no Established Church, and in which the people are becoming more and more democratic in their ideals.

In his Encoenial oration in 1870, Dr. Jack gives an excellent synopsis of the controversy. As one who had been keenly interested in the matter throughout, he speaks with full knowledge and in a spirit of great fairness. The *animus* displayed against King's College, both in the legislature and in the press, was not entirely because it was a Church of England institution. The case was fortified by the assertion that the cost of maintaining it was out of all proportion to the benefits conferred. Further it was charged, and probably with some measure of truth, that the discipline was very lax and the curriculum not suited to the needs of the people. This at least is certain that previous to the reorganization of the college in 1860 and the appointment soon afterward of Professor Brydone-Jack as President, the Institution had its full share of trials and troubles, and had even undergone the painful throes of a death struggle. Throughout this trying period Professor Jack continued loyally to uphold the college, although he must have been conscious of the defects in its management. His first public address on becoming president contains the following trenchant passage:

"The professors may be men of irreproachable moral character, of sound learning and great ability, and yet be very unfit for their work. They must not only have a clear and full understanding of the ends for which they are working, but they must labor with zeal and energy for the accomplishment of those ends. Their hearts must be in their work, and it must be their pride and delight to make their labors bear good fruit in the minds they are called upon to cultivate. The spirit of the master is soon caught up by the pupil. When in the former we have energy, promptness and decision, the latter will seldom be long insensible to their beneficial effects: but, when we have negligence, supineness and irresolution, the corresponding evil results cannot fail to ensue . . . . .

"For such of my young friends as may be tempted to institute invidious comparisions between the actual and the *model professor*, just described, it may be salutary and useful to enunciate some of the qualifications requisite in the *model student*, and thus remind them that we all 'live in glass houses.'

"First and foremost he ought to enter college with the deliberate conviction that his life there is to be essentially a life of study and not of ease and enjoyment. There is no royal road to learning, and moreover it would be a great pity if there were. Let not the student therefore, be discouraged by difficulties or shirk and undervalue any branch of study because he may find it hard to master.

. . . . . *Nil sine magno*
Vita labore dedit mortalibus.

"The more arduous the task, the greater the mental discipline and vigor acquired in accomplishing it."

It is not, however, until he penned his historical sketch of King's College in 1870 that he mentions the defects in the internal management of the institution under his predecessors, and then he does so in guarded language.

For nearly a quarter of a century the controversy in the House of Assembly and in the press threatened the life of King's College. For at least a score of years the position of poor Dr. Jacob and Professors d'Avray, Robb and Brydone-Jack was far from enviable. "Harassed by suspense and filled with anxiety for the future of their families, it is not to be wondered at if their ardor was damped and their vigor and health so impaired that some of them became prematurely aged. The college, doubtless, suffered from this, as well as from the fact that most people were unwilling to send their sons to an institution whose existence could not be depended on for a single year."

The Act of 1859, under which the University of New Brunswick was established, declared that in future the President should be a layman appointed by the Governor-in-Council. Their choice, as already mentioned, fell upon Joseph R. Hea, M.A., D. C. L.

It seemed as if the College was still to be subjected to change and trouble, for during the first year of its existence it lost three of its five professors. Dr. Jack writes: "My old friend and dear companion, Dr. Robb, was removed by death; the former principal, Dr. Jacob, retired on a pension, and the recently appointed president Dr. Hea, found it necessary to resign in the following June.

Presumably the Governor and Council hesitated to appoint Brydone-Jack as President over the heads of Jacob and Robb, his seniors in the faculty, and so brought in an outsider, whose lack of tact and hasty disposition threw the institution into such a state of turmoil that a number of prominent undergraduates retired and subsequently took their degrees at Windsor, N. S.

Into this unfortunate episode, which threatened to wreck the newly constituted University, it is not necessary to enter at further length. The authorities now decided to appoint Dr. Jack as president and to retire Dr. Jacob on a pension, a thing that might fittingly have been done when King's College became the University of New Brunswick in 1860.

The new president had little time to prepare his inaugural address for the Encaenia. It was, however, a strong message from a strong man, progressive in spirit and optimistic in tone. He observes in the opening sentences:

"Different individuals are differently affected by the ordeals which they may be called upon to endure. The weakly and the faint-hearted often sink in helpless resignation under circumstances which to the strong and courageous prove only incentives to more determined exertion. *Pathemata mathemata*, is an old and classic proverb, the truth of which has been recognized by many and will be denied by few. This institution has been subjected to many trials and vicissitudes, and there can be no doubt but that it must have possessed in a marvelous degree the principle of vitality to have enabled it to survive the apathy and mistakes of friends and the wrongs and assaults of enemies. In such trials the past year has been more than usually fruitful, but let us hope that the ultimate result will prove beneficial, and that our Provincial University will yet flourish and enjoy that measure of success which the advocates and well-wishers of the higher education have long desired it to attain."

He then proceeds to outline the policy which he deems to be in the best interests of the University. The Arts course he thinks essential to sound mental training. It must therefore be maintained; but he proposes also, to provide practical courses of study adapted to the needs of the age and the circumstances of the country. There ought to be faculties in *Law* and *Medicine*, and courses of study in agriculture, mineralogy, engineering and navigation. In regard to the future of the University, he observes:

"I can see no good reason for being cast down or disheartened, but am rather disposed to view our prospects as brighter and more promising than they have been for many years. The University at the commencement of the next academical year, will come before the public with a strong infusion of young,

healthy and vigorous blood, and everything leads me to believe in the existence of a very general disposition to throw aside old prejudices and to give the new order of things a fair and friendly trial upon its merits."

The new professors, who came in at this time were Loring W. Bailey, B. A., of Harvard, who took the chair of Chemistry and Natural History, a position which he continued to hold with much acceptance for forty-six years, and George Montgomery-Campbell, B. A., of Magdalen College, Cambridge, who for ten years — or until his decease in 1871 — was the esteemed and efficient classical professor. Professor J. Marshal d'Avray had been appointed to the chair of Modern Languages in 1848. He served on the college staff for twenty-three years, twelve in King's College and eleven in the University. During the next ten years this quartette of professors worked together under Dr. Jack's leadership in a spirit of the greatest harmony and good-will. D'Avray and Montgomery-Campbell died in 1871, within a few months of each other. During this decade Dr. Jack probably did his best work. In his former subordinate position he had little opportunity of directing the policy of the institution, but as president, and supported by a capable and loyal faculty, the case was different and it was soon evident that the University was making progress.

After his appointment as president the Doctor spent his vacations largely in travelling about the province, visiting the various Grammar Schools, and by public addresses making the University known and the advantages of college training appreciated by the community at large. He personally interviewed the young men who were fit for matriculation and discussed with their parents the benefit of a college education. He was one of the first of our educationists to perceive the necessity of improving the preparatory schools. He writes in 1870:

"I have repeatedly visited every section of the province, and I can testify that in few schools have I met with pupils sufficiently far advanced to matriculate at the University who did not enter as students for the regular course. The small number of such advanced pupils is owing less to the inefficiency of the masters than to the short and irregular attendance of the scholars, arising oftener from apathy than inability on the part of parents. The most likely remedy for this evil seems to be direct taxation for the support of schools."

But as the new president went on with his annual canvas for matriculants, he became convinced that many of the preparatory schools were not sufficiently in touch with the head institution, and in 1876 we find him writing in his Encœnial address in these terms:

"The Schools and the University ought to be intimately connected. The steps of advance from the one to the other should be made as easy as possible. Now, while very great and marked improvement has been made in the Common Schools, little or nothing has been done on behalf of *secondary* education; that is towards providing schools of a higher order, which would rank next to the University and act as its immediate feeders. Hitherto the County Grammar Schools have been supposed to perform this duty, but most of them at the present time do little of the work for which they were primarily established. Indeed some of them have become so sadly degenerate as to be little if any better than second or third rate common schools. Whatever good, therefore, they may have accomplished in the past, their days of usefulness have now vanished, and it is high time that they should be made to give way to something better. I cannot but hope that an early effort will be made to fill up the deplorable gap now existing between the University and the Common Schools."

This extract is quite in line with the observations of Dr. Jack in his Encœnial address six years before, in which he observes:

"The higher the level to which the education of the people is lifted, the greater will be the number of well educated students prepared and eager to profit by University training; and, on the other hand, the greater the number of well trained men issuing from the University, the higher will be the value set by society on the cultivated intellect, and the more will the interest felt in education be diffused through the mass of the population. This mutual dependance was recognized by the University Commissioners in 1854. Their scheme was to give the Rector of the University the direction and control of the whole educational system of the province, and thus secure a definite relation and harmonious working between all the different teaching institutions of the State. The nearer the University is drawn to the schools, and the schools to the University, the better for the successful working of any comprehensive plan of education. There should be no break in the chain of a truly national and harmonious system, no divorcement of the Common Schools from the Grammar Schools and the University. It is a matter of great public concern that boys of more than average ability, in whatever rank of life they may be found, should be enabled to rise to a position suitable to their talents. For this end, all available aids and encouragements should be afforded, and every stage in their educational progress, from the lowest to the highest, should be made as smooth and direct as possible."

One of the consequences of Dr. Jack's attitude upon this question was that at the inauguration of the Free School System in New Brunswick he became *ex officio* a member of the Board of Education. He had the satisfaction of living to see the various High Schools presided over by graduates of the University; nay more, to see the day when men trained at the U. N. B. had become eminent in all the learned professions and in every walk of life. At the present time (1918) distinguished graduates of the Institution fill the positions of Lieut.-Governor, Chief Justice of the Supreme Court, Chief Superintendent of Education, Principal of the Normal School, Inspectors of the Public Schools, Dean of the Cathedral. Even the Chancellor of the University is himself a distinguished graduate of the U. N. B. The list might be prolonged quite indefinitely did time permit. We may be pardoned for mentioning a few names such as the following: Sir George E. Foster, sometime classical professor and lately on several occasions acting premier of Canada; George R. Parkin, C. M. G., whose name is known throughout the British Empire. Among other educationists we find such men as Dr. Henry Seabury Bridges; Dr. Walter C. Murray, president of the University of Saskatchewan; Dr. E. Miles Keirstead of McMaster University; Dr. Wm. K. Hatt of the University of Purdue; Prof. Robert M. Raymond of the School of Mines in Columbia University; Dr. Wm. F. Ganong of Smith College, Northampton, Mass.; Dr. W. O. Raymond, Jr., professor of English Literature in the University of Michigan; Professor Chester B. Martin of the University of Manitoba; Professor W. Tyng Raymond of the U. N. B., and many others. Among the students and graduates who have become eminent in the legal profession mention may be made of His Hon. Lemuel Allan Wilmot and Mr. Justice Fisher of the Supreme Court, who were the fathers of Responsible Government; also of Chief Justices Sir Frederick Barker, Sir Ezekiel McLeod and Sir J. Douglas Hazen. Hon. Edward L. Wetmore, Chief Justice of Saskatchewan, was twice administrator of government in that province. The list of those who have been eminent in the ministry and in the medical profession is too long to quote and must be passed over. Up to the present year the only graduate* to fill a gubernatorial chair has been the Hon. Geo. Hedley V. Bulyea, Lieut.-Governor of Alberta. This year, however, for the first time in her history, our Alma Mater welcomes as the honored visitor of the University of New Brunswick one of her own distinguished sons, the Hon. William

* Lieut.-Governor L. A. Wilmot was a student at the U. N. B., but did not graduate.

Pugsley, LL.D., a graduate of the class of 1868. [See foot-note at page 31 *supra*.] Among the more recent graduates who have attained distinction in the war may be mentioned Brig. Gen. Ernest McKenzie, Lieut.-Col. H. F. McLeod, Lieut.-Col. George W. Mersereau, Col. Murray MacLaren, Lieut.-Col. W. H. Harrison, Lieut. J. H. A. L. Fairweather, Lieut. Arthur Carter, and very many others.

Doctor Brydone-Jack did much to remove old prejudices which had long militated against the success of King's College. His ideal was to advance the standard of education among all classes of the community. Both on the platform and in private discussion with individuals he was an able advocate of the cause of the higher education. In this connection a passage from his Encœnial address in 1870 may be quoted:

"A father will say, 'My son has already received at the Grammar School a far better education than ever fell to my lot, and he starts in life from a higher position, and with much better prospects of success.' But is it really true that his prospects of *money-making*, for that is what is meant, are better? Let us see. The father probably sprang fresh from the common people, and has a strong current of the healthy and uncontaminated blood of the people coursing through his veins. He was resolute to make his way in the world, and pursued his object with steady and unfaltering aim. He had energy and push, and being born to work, work was and is his pleasure and enjoyment, and he has an unflagging appetite for it. On the other hand the son, if not actually reared in the lap of luxury, has been allowed to have pretty much his own way, and has not been stinted in the gratification of most of his desires. He thinks of making money! In short the good that was in him has not been developed in struggles with adversity, and the evil that was in him has grown rank in the ease and sunshine of prosperity. The experience of everyone will tell him that I have not been drawing a fancy picture; and in this view of their relative positions, it need scarcely be asked whether the son has a better chance of merely worldly success than was enjoyed by the father."

The president now found himself able to report substantial progress at the University and to show that the number of students in Arts compared not unfavorably with colleges usually considered more flourishing. "Yet it is not to be inferred," he adds, "that I am content, or mean to rest satisfied with the progress we have already made."

However, he was destined to suffer disappointment in regard to some of his hopes. The faculties of Law and Medicine, which

he had advocated, failed to materialize. A little later he tried to promote the establishment of Denominational Colleges affiliated with the University, after the plan adopted in Scotland and copied later by the Universities of McGill, Toronto, Manitoba and British Columbia. It is hardly necessary to explain that under this plan the Arts Course is open to the students of the Denominational Colleges who are able, after their graduation, to complete their preparation for the work of the Ministry in the Theological Colleges of the religious body to which they belong. "This scheme," Dr. Jack observes, "I have already advocated in former Encœnial addresses, and I would again beg for it the careful and unbiassed consideration of the different denominations throughout the province."

In view of the success which has attended the plan at the Universities of Toronto, McGill and Manitoba, and its recent adoption in the University of British Columbia, we must admit that there is much to be said in its favor, but in the Maritime Provinces the establishment of degree-conferring Universities by the Methodists at Mount Allison, by the Baptists at Wolfville, by the Presbyterians at Halifax, by the Roman Catholics at Memramcook and Antigonish, together with the existence of an Anglican college since 1788 at Windsor, has seemingly postponed the further consideration of the plan to the far-distant future.

We can only surmise the attitude of Dr. Jack upon the more modern question of "co-education." But in his address in 1870 he makes a passing reference to the higher education of women in the words following:

"The work done at the Collegiate School, or Academy, in Fredericton ought in common fairness to be taken into account as it forms in reality a part of the work of the University. Looking at the subject from this point of view, it will be seen that within the year, 1869, the total number of students that attended the University establishment amounted to 166. This very respectable number would be considerably increased could we succeed in connecting with the institution a College or Academy for the higher mental training of females. An object so truly desirable could, I think, be readily effected if the good people of Fredericton would wake from their apathy to a due sense of their deep interest in this important matter, and instead of relying so much upon *Hercules* were to put their own shoulders unitedly and resolutely to the wheel."

In this sketch of the life and work of Dr. W. Brydone-Jack many extracts from his Encœnial addresses naturally find a place. The extracts serve to a considerable extent to show

what manner of man he was. It is a matter of regret that more of his addresses have not been preserved. Only four, so far as the writer's knowledge extends, are extant, the originals of which will be found in the University library.

In the first of these, delivered in 1853, he stoutly advocates the study of the classic languages of ancient Greece and Rome, and of the higher mathematics, as "the basis of all sound education, the most efficient instruments of intellectual training," but he goes on to state that "the requirements of the age, and the inevitable law of progress seem to demand that classics and mathematics should not reign the solitary and unassailable despots they have hitherto been considered."

He rejoices in the fact that the study of subjects bearing upon the wants of everyday life are constantly on the increase, although he still insists that intellectual training is the principal end of University education. "Let it not be supposed," he adds, "that I am averse to the introduction of professional teaching into our Colleges and Universities. On the contrary, I think it highly desirable, but I would have it done in its proper place, and to such an extent as the wants of the time and the country seem to demand."

Robb and Brydone-Jack may be regarded as pioneers in the field of practical science. The first modest addition to the original building, to be erected on the college campus was, as already mentioned, the observatory, built through Professor Jack's instrumentality in 1851. We shall probably not be wrong in the assumption that Sir Edmund Walker Head, Baronet, who came to the province as Lieut.-Governor in 1847, had something to do in this matter. No governor prior to the time of Confederation (unless it be Sir Howard Douglas) displayed so great an interest in the educational progress of New Brunswick.

Sir Edmund Head took a distinguished course at the University of Oxford, and was a fellow of Merton College. He was a friend of Professor George Ticknor, the predecessor of Longfellow in the chair of modern literature at Harvard. Ticknor said of Sir Edmund: "He was one of the most accurate and accomplished scholars I have ever known, and could repeat more poetry, Greek, Latin, German and Spanish, than any man I ever knew." Nevertheless the same Sir Edmund Head had a practical mind and did much to advance the material interests of the province. At his request Dr. Robb, in 1849, delivered a course of public lectures on agriculture, which were highly appreciated and well attended. With the Governor's encouragement and under his patronage, Dr. Robb and others

in the same year organized the "New Brunswick Society for the encouragement of Agriculture, Home Manufactures and Commerce." The same Sir Edmund Head requested the College Council to make provision for systematic instruction in civil engineering and surveying by employing Mr. McMahon Cregan, an eminent engineer working at that time in the province under the railway contractors, Messrs. Jackson & Co. Mr. Cregan offered to lecture at the college during the ensuing winter. The offer was accepted and Sir Edmund suggested that Professor Jack should, between September and January, 1854, organize a mathematical class for the purpose of imparting such elementary knowledge as might better fit the pupils for special instruction under Mr. Cregan. This seems to have been the "first attempt to go outside of the Arts course of the primary college in order to meet the wants of special classes of students." Referring to this incident in 1853 in his address at the Encœnia, Dr. Jack remarks: "I trust that many of our young men will avail themselves of the advantages which our University may offer for gaining a knowledge of this now, to us, important profession."

In the same address he strongly emphasizes the value of *abstract science.* He refers to the Great Exhibition held in London in 1851 and, in a lesser way, to the first Provincial Exhibition at Fredericton in 1852, as having impressed upon the minds of intelligent and thinking men the momentous fact that in an advanced stage of civilization a competition in industry must be a competition in intellect. Most of the grand discoveries, which have contributed so largely to the advancement of the age, have been the fruits of purely theoretical investigations. "In proof of this assertion," he continues, "it will be sufficient to cite one case, and that not the most striking of hundreds that might be adduced. What could apparently be more remote from any *useful* practical application than the investigation of the curious phenomena of polarized light? Who could have believed that the track of observation opened up by Malus, a young officer of engineers, looking through a prism at the windows of the palace of Luxembourg, would have taken such a direction as to furnish the navigator with the means of detecting rocks and shoals in the depths of the ocean, and thereby preserving him from their lurking dangers; as to enable the chemist with unerring certainty and a rapidity undreamt of to tell the amount of sugar in the cane, beet, or parsnip juice, at different stages in the growth of the plant, and thus point out to the manufacturer when and on what article he can most economically bestow his labour; as to assist the engineer to discover the

laws of tension in beams and thereby give additional security to life and property; as to provide the astronomer with a new method of measuring the dimensions of inapproachable objects, and even of marking the passage of time, as well as of deciding whether yon shining point he has just discovered in the heavens owes its brilliancy to light proceeding from itself, or borrowed from other bodies? Theoretical science is in fact the basis of all progress. It is the life-blood of practice, the prime mover, the fire which generates the steam."

We shall return to the consideration of this topic, but must first trace the process of evolution, which transformed King's College into the more modern University of New Brunswick.

The hostility manifested towards King's College in the Provincial Legislature and in the press, to which we have already referred, continued to increase. On the ninth of April, 1851, a leading St. John newspaper urged the legislature to "cut the head off of King's College, we mean the £1,100 per annum taken from the pockets of all denominations that the sons of a particular denomination may graduate." This, says Professor Jack, was by no means the worst of the attacks made upon the College, and ere long its existence was trembling in the balance. Governor Head at this time proved a staunch friend of the College. He declined to accede to a request of the House of Assembly to withhold the warrant for £1,100 payable out of the provincial treasury towards the maintenance of the College, because the grant in question was secured by an Act of the legislature which up to that time was unrepealed. Next year his Excellency sent a lengthy communication to the College Council urging the pressing necessity of doing something to popularize the institution and pointing out what he conceived to be the best method of making it more generally useful and acceptable to the province at large. The agitation in the legislature, however, continued to grow in virulence, and in 1854 a bill was introduced into the House of Assembly to repeal the section of the charter granting £1,100 per annum to the maintenance of the College. To this an amendment was moved by the Hon. John Ambrose Street, Attorney-General, that a commission be appointed to inquire into the state of King's College, its management and utility, with a view of improving the same, and rendering the institution more generally useful; and should such commission deem a suspension of the charter desirable, then to suggest the best mode of applying its endowment for the educational needs of the province. This amendment was carried, and being concurred in by the Legislative Council, it received the assent of the governor at the close of the session.

The commissioners appointed were Hon. John H. Gray, Hon. J. S. Saunders, Hon. James Brown, Dr. Egerton Ryerson and Professor J. William Dawson. The two gentlemen last named were at that time the superintendents of education of Upper Canada and of Nova Scotia respectively, and evidently were recommended by Sir Edmund Head as members of the commission.

Dr. J. W. Dawson writes that in the year 1852, when on a geological excursion with his friend, Sir Charles Lyell, he was introduced to Sir Edmund Head, the Governor of New Brunswick, who was much occupied at the time with the state of education in that province and in particular with that of its Provincial University, and in 1854 he says: "He invited me, along with the late Dr. Ryerson, to be a member of a commission, which had been appointed to suggest means for the improvement of the Provincial University." "This work," he adds, "was scarcely finished when Sir Edmund was promoted to be Governor-General of Canada and removed to Quebec, where, under the new charter granted to McGill College in 1852, he became visitor of that University. As he was known to be a man of pronounced literary and scientific tastes, and an active worker in the reforms then recently carried out in the English universities, the governors of McGill naturally counted on his aid in the arduous struggle upon which they had entered. Accordingly, soon after Sir Edmund's arrival, a deputation of the Board waited upon him, and one of the subjects on which they asked his advice was the filling of the office of principal of McGill, which was still vacant. Sir Edmund mentioned my name as that of a suitable person. At first, as one of them afterwards admitted to me, they were somewhat disconcerted. They were desirous, for the best of reasons, to follow Sir Edmund's counsel, but with his knowledge of the available men in England, of some of whom they had already heard, they were somewhat surprised that he should name a comparatively unknown colonist." The incident here recorded by Sir William Dawson, links in a very interesting fashion the new era at McGill with that at King's College, Fredericton.

We venture to insert here a few observations regarding Sir Edmund Walker Head as a New Brunswick governor. During his term of office he visited every section of the province, organizing societies of various kinds to promote the development of the natural resources of the country. The Provincial Exhibition of 1852, the turning of the first sod of which is now part of the Intercolonial Railway by Lady Head, assisted by Sir Edmund in 1854, and the opening of the Suspension Bridge at the mouth

of the River St. John, occurred under his supervision. In the winter of 1853 the sudden closing of the river detained Lady Head at St. John; but an unexpected thaw caused the river to re-open early in January, and the Carleton ferry boat made a special trip to convey the first lady of the land back to her residence at the capital city. She had as an escort all the College students who returned with her to Fredericton after the Christmas vacation. The late Dr. W. P. Dole was one of their number.

During their residence in the province the Governor and Lady Head visited the County of Madawaska and in honor of the occasion the village at "Little Falls" received the name of Edmundston. They proceeded up Grand River, sixteen miles, in log canoes, thence three miles over a muddy and rough portage of three miles. Lady Head's surprise was great on finding at the landing a horse all saddled to convey her across the portage to the *Waagausis*, a small tributary of the Restigouche. One who accompanied the party says: "To describe the passage down this stream beggars description, the bringing of our canoes over rocks and old logs, the crouching down flat to pass under overhanging bushes. After travelling six miles we reached the main Restigouche without any mishap, except hats brushed off our heads, and now and then a stray hair left hanging on the bushes as we passed under them. The Governor and Lady Head, on their arrival at the hospitable mansion of Squire Ferguson, were welcomed by a large flotilla of canoes in which were a great number of Indians, all in gala dress, headed by their chief. As soon as the Governor's canoe touched the beach the Indians formed a double line; the canoe was seized on either side by friendly hands and carried in triumph through the double line to the open doorway of "Athol House," so that the Governor and Lady Head had only to step out of the canoe to enter Mr. Ferguson's hospitable mansion. Cannons roared and guns did their best, but the whooping of the joyous and excited Indians could not be drowned by the noise of powder." The trip was continued through all the counties of eastern New Brunswick in an old-time "tally-ho" coach, with frequent changes of horses, at a speed of eight miles an hour. Stops were made at Bathurst, Chatham, Richibucto, Dorchester, etc., and addresses presented to the Governor to which suitable replies were made and the proceedings duly reported in the newspapers of the day.

The demonstration at St. John in connection with the turning of the first sod of the Intercolonial Railway was one without a parallel in New Brunswick up to that time. The trades procession included 1,700 shipwrights, representing seventeen ship-

yards at St. John and in the immediate vicinity. The procession was about two miles in length, and occupied an hour in passing a given point. The street near which the ceremony of turning the first sod occurred is still called "Celebration Street." The Governor entered with zest into the proceedings, throwing off his coat, after Lady Head had turned the first sod, and placing it in the wheel-barrow wheeled it to the dump.

We return from this digression to consider the work of the commissioners appointed on the College question in 1854.

Professor Jack speaks very appreciatively of their work, giving special commendation to "the eminent educationists, Dr. Dawson and Dr. Ryerson." He quotes from the report submitted to the legislature the following important paragraph, which was most probably drafted by Dr. Dawson:

"New Brunswick would be retrograding, and would stand out in unenviable contrast with every civilized country in both Europe and America did she not continue to provide an institution in which her own youth could acquire a collegiate education such as would enable them to meet on equal terms, and hold intercourse with the liberally educated men of other countries. New Brunswick would cease to be regarded with affection and pride by her offspring should any of them be compelled to go abroad in order to acquire a University education. The idea, therefore, of abolishing or suspending the endowment of King's College cannot be entertained by the commissioners for a moment. On the contrary, we think there should be an advance rather than a retreat in this respect, and that the youth of New Brunswick, whether many or few, who aspire to the attainment of the best University education, as preparatory to professional or active pursuits, should be able to secure that knowledge in their native land."

The situation in the Provincial Legislature, as regards the maintenance of King's College under a new name and changed systems, was at this time exceedingly critical. "Long opposition," writes Dr. Jack, "had roused feelings of bitterness and exasperation in the breasts of those unfriendly to the College. Strong passions and prejudices influenced their actions. Moreover an extreme party — always dangerous because fierce and vindictive — had at length sprung up, who declared that nothing less would satisfy them than the complete subversion of the College. In terms not always either chaste or truthful they inveighed against the uselessness of the institution, and the heavy expense at which it was maintained, and triumphantly asked whether all attempts to improve it had not invariably ended in signal failure? The same result they asserted was to be

expected in the future, and hence the only sure and effectual remedy was its total destruction. The cry now raised, if sadly wanting in stern dignity and patriotism, resembled in passionate and fanatical vindictiveness that of Cato of old, who at the close of every harangue against Carthage made the senate-house resound with the ominous and inexorable words — "*delenda est Carthago.*"

The recommendations of Sir Edmund Head's commission did not at all suit the views of many of the members of the House of Assembly, who, blind to the value and importance of institutions for the higher education in every country, and impatient for the prey now almost within their reach, were determined that King's College, however changed in name and character, should cease to exist in New Brunswick.

In 1856 Hon. Charles Connell, a member for Carleton County, introduced in the House of Assembly a bill to suspend the grant of King's College, which was carried in the House but did not pass the Legislative Council. Two years later Mr. Connell, with dogged persistency, introduced a bill of a more sweeping and summary nature than had hitherto been attempted. The first section of it read as follows: "All sums of money payable to the chancellor, president and scholars of King's College, Fredericton, and their successors, by any law and usage, shall from the first day of November next be discontinued, and all acts relating thereto shall be repealed." This bill was strenuously opposed but was finally passed, received the concurrence of the Legislative Council and was assented to by the Lieutenant-Governor on the sixth of April, 1858. The Lieutenant-Governor, Hon. J. H. T. Manners-Sutton, following in the footsteps of Sir Edmund Head, sent to the colonial secretary a dispatch reviewing in a comprehensive and masterly way all the circumstances of the case. In consequence Her Majesty, by and with the consent of her Privy Council, declared her disallowance of the bill on the ground that it annulled the pledged faith of the Crown, so far as regards the sum granted out of the civil list to the College, out of which the salaries of the professors were paid.

In 1859 the climax came in a memorable debate upon a bill to suspend the grant to King's College so far as relates to the sum of £1,100 paid out of the revenues of the province and not included in the civil list. To this bill the Hon. Charles Fisher moved the substitution of a bill prepared in 1857 by Hon. L. A. Wilmot, to carry into effect the reorganization of King's College on the lines recommended by the commission of 1854. The bill was vehemently opposed at every step in its progress and by

every possible manœuvre. It was amended in several particulars and it was only by hard fighting that its supporters were enabled to carry it safely through the House. In this debate William H. Needham of Fredericton, member for York County, spoke with wonderful power and ability. His address made a deep impression on the House and it was afterwards stated by many of the members, "Billy Needham's speech saved the College!" The bill readily passed the Legislative Council and finally received the Royal assent. King's College thenceforth ceased to exist and the institution became the University of New Brunswick.

The new act broadened the curriculum of the University and made provision for instruction in new departments of study. Dr. Jack and Dr. Robb had already been, in a modest way, the pioneers in this direction. In his first address as president, Dr. Brydone-Jack observes that the necessity for practical education is now very generally admitted, and nowhere more forcibly realized than in colleges established in new countries:

"The condition and circumstances of the majority of the youth in this province," he continues, "require that New Brunswick should be no exception to the rule. Here we have a virgin soil to till. We need the advice and scientific labors of the geologist and mineralogist to guide our steps and to explore localities yet unvisited or little known. We have lands to survey, bridges to build and railways to construct, and arts and manufactures to introduce, and these require the skilled services of scientifically trained engineers. Our commerce extends over the habitable globe, and the magnificent ships which have been built in our ports are objects of universal admiration. These need and are worthy of sailors thoroughly conversant with the principles of navigation and nautical astronomy. None of these wants have been overlooked by the framers of our University Act."

During the next fifteen years there was a decided improvement in the general condition of the University. The attendance considerably increased, old prejudices began to disappear, the course of study became more efficient and up-to-date, and many of the graduates attained distinction in public life.

Much more undoubtedly would have been accomplished had not the parsimony of the legislature kept the annual grant, for a period of *forty years*, at the meagre figure of $8,844.48.

At the Encœnia in 1876 the president pleaded for a better equipment for the University, and greater financial aid from its friends and alumni, as well as from the legislature.

"To render the University popular and attractive," he says, "it must be able to show that it is progressive. It must be provided with all the best modern appliances for rendering its course of study effective and interesting. Its apparatus, library, museum and laboratory must receive the additions which from time to time become necessary. Its course of study must also be made more varied and complete to keep pace with the requirements of the age. All this implies increased expenditure, and to meet it ways and means must be forthcoming, unless we are content to fold our hands and lag behind in the rapid march of improvement." "The grand object sought to be attained is the widening of the sphere of the education imparted, the bringing within the scope of University instruction every branch of human knowledge, and the making it more thorough, searching and progressive."

He goes on to argue that it should be the ambition of every up-to-date University to make provision for the endowment of scientific research, so that men able and willing to devote their time and talents to original investigations and to the prosecution of fresh discoveries in branches of study in which they have become famous may meet with due encouragement.

"I do not presume for an instant" he adds, "to compare this University with any of the wealthy and long-established institutions to which I have referred. With us it is still the day of small things, and for many years we must be content to follow afar off, humbly and laboriously in their footsteps. But from all that has been said, I think it will be evident that an endowment, liberal and ever-increasing, with the requirements of the times, is an absolute necessity for the maintenance of even a moderately equipped institution for the higher education." His *ideal* is to make the University a place of resort where men of learning and ability may be assisted in research by eminent teachers, extensive libraries, museums, laboratories, etc. In a country comparatively poor and with a sparse and toiling population, he deems it a grave error to needlessly multiply its degree-conferring institutions. "The funds which would barely sustain one in a tolerable state of efficiency, and insure to it some degree of reputation, are liable to be frittered away among as many colleges as there are denominations seeking for aid, until all are reduced to a condition of feebleness."

The extracts which have been quoted from Dr. Brydone-Jack's addresses will suffice to show that while he was hampered by many difficulties in his work in behalf of higher education, he was a man of vision and blazed the path along which many of our leading educationists since have trod.

Throughout the entire period of his connection with King's College and the University of New Brunswick, from 1840 to 1885, Dr. Jack resided in the College building. During this period provision was made for the accommodation of students, as well as some of the professors in *residency*. The number of students in residence was never large, perhaps twenty at most.

After Dr. Jack's appointment as president in 1861, he became primarily responsible for the internal management and discipline of the institution, and of this we shall speak briefly.

The room just to the left of the main entrance was known as "the chapel," and was used daily for prayers at 7 a. m. and 10 p. m., and also for lectures in classics, English literature and history, and on Saturday evenings for meetings of the University Literary and Debating Society.

The room to the right of the main entrance was called "the refectory." Meals were served therein at 8 a. m., 2 p. m. and 6 p. m. As a rule the president occupied the head of the table at all meals, carved and said the Latin grace. He also took the daily prayers in chapel, reading always a chapter from the Bible. Students and resident professors wore their gowns at the services in chapel, which were preceded by roll call and the attendance recorded. Lax attendance was punished by impositions, a certain number of lines in Greek text — usually from 200 to 1,000 — having to be written by the offender.

Professors and students wore their gowns at table, at all lectures, and at church on Sunday mornings. Through constant use — not to say abuse — many of the gowns degenerated into very tattered academic habits before the graduating day arrived. A record of church attendance was kept by a student of each denomination, with more or less fidelity. This office, it need hardly be stated, was not a popular one, and no one who held it seemed anxious for a second term.

The College doors were locked by the porter every night at ten o'clock and students were not allowed to be out after that hour without permission from the president. This was rarely accorded oftener than once a week. For violation of the rules there followed *admonition* (pretty vigorous), sometimes "gateing"— the offender being forbidden to go outside of the College grounds for a week or two. The doctor was a pretty strict disciplinarian and kept a watchful eye on the porter and other subordinates.

Impositions were common for minor breaches of discipline. For more serious offences fines were imposed by the faculty, and in some cases students were rusticated and honours and prizes withheld. There were no cases of expulsion without the sanction of the senate.

Class standing was determined by an elaborate system, probably designed by the president. At any rate it meant a large amount of work for him. A brief account of the "*modus operandi*" may be of some historic interest.

The students, at this period, pursued a common course of study in which there were no options. They were permitted in some cases to take a "partial course," but rarely pursued it more than one year. During the first and second terms there were "terminal" and "semi-terminal" examinations, and at the close of the year one final examination which covered the whole year's work and counted double. The full mark of 1,000 was so extremely rare that the name of the fortunate student who happened to gain it was handed down, with a feeling akin to veneration, to future generations of collegians. In Dr. Jack's own department the only students to receive the full mark of 1,000 in mathematics were Simeon H. Parsons in 1872, and Willard E. MacIntire in 1877. The pass-mark was in all cases twenty-five per cent, but the value that was attached to the various subjects was by no means uniform as will be seen by the tabulation which here follows:

1.	Classics (Greek, Latin, Prose, etc.)	25%
2.	Mathematics (all branches included)	25%
3.	Natural Science (Chemistry, Botany, Geology, etc.)	20%
4.	English Literature (Metaphysics, Political Economy, Logic, etc.)	12½%
5.	French Literature (Authors, Prose, etc.)	10%
6.	History (English, Roman, Greek)	7½%
	Total possible marks,	1,000

The president worked out the standing of each individual student in every subject for the whole year by a mean of all the examinations. He then proceeded to obtain the standing according to the daily recitations in class. To enable him to do this each professor was provided with a book in which to record the attendance and the value attached to the day's work of each individual in the several classes. Students who were absent without sufficient cause, or who failed utterly in their recitations received the *zero* mark. *Ten* indicated a perfect recitation; but in point of fact "tens" were about as rare as hen's teeth. An eight or nine was considered excellent. The writer of this sketch was an honour student in mathematics in 1876, and a winner of the mathematical scholarship, but never

obtained from Dr. Jack a higher mark than nine for a recitation in class, and that upon one solitary occasion when he did not deserve it. The zero mark was not uncommon with several of the professors, but the president elaborated the system to such a degree that he was known to award to an easy going student ONE, as the estimated value of his recitation. This mark becoming rather frequent in the mathematical record book the victim (now in the Canadian Government employ in Barbadoes) ventured to expostulate in the presence of the assembled class. "Any fellow," he said, "is liable now and then to get a *zero*, only a fool could deserve a 1." Whereupon the president promptly awarded — 10 (minus ten) as the value of that day's recitation.

The system of daily marks was never very popular either with the students or with the professors. The professors, we suspect, would have objected more strenuously had not the president himself undertaken the work of tabulation. The student's standing in his class recitations was determined by a mean of his daily marks. Finally, a mean between his examinations and his daily class work determined his position in the class at the end of the academic year.

It is interesting to note that under this system the present Lieutenant-Governor, Hon. William Pugsley, LL.D., and Sir George E. Foster, LL.D., both King's County boys, graduated at the head of the "class of 1868" with the same standing. Both gentlemen, it is needless to say, took very distinguished courses, as the University calendar will show, and both have their names "writ large" on the pages of Canadian history since they received their degrees *Artium Baccalureus* just fifty years ago.*

The task of tabulating the class standing at the University of New Brunswick had become a serious problem in 1873, when there were only fifty-two students in attendance. Today it would be regarded as an impossibility. Moreover the system tended to encourage the men to work for "marks" rather than to aim at true scholarship.

Dr. Brydone-Jack was a man of sincere piety. He had been brought up a Presbyterian, but as King's College was *de facto* a Church of England institution and his first wife's family were

*It may be noted here that Lieut.-Governor Pugsley would undoubtedly have been our first Gilchrist Scholar in 1868, but for the negligence of a Fredericton bookseller, who failed to obtain a certain text book required in the examination, thereby obliging Dr. Pugsley to pass an examination in a book he had never seen. Despite this notable handicap he finished second, right on the heels of the winner. Otherwise he would have been an easy victor in the competition.

staunch members of the Anglican Church, he attended the services of that church until his second marriage, about which time the College was made a non-sectarian institution. He thenceforth attended the Presbyterian Church, although his personal friendship with Bishop Medley was uninterrupted. We may note, in passing, that under the Royal Charter of 1829, the visitor of King's College was the Bishop of the Diocese. The first resident Bishop, Dr. John Medley, arrived in Fredericton, June 11, 1845. But already the Provincial Legislature had passed an act which declared that for the future the Lieutenant-Governor or Administrator of the Government for the time being, shall be the visitor, and the Chief Justice of the Supreme Court Chancellor of the College, while the provision that the principal of the College must be a *clergyman* in Holy Orders of the united churches of England and Ireland had been annulled. This act, it is true, did not receive the Royal assent until the next year, but, having been passed by the Assembly and Legislative Council it would seem to be very improbable that Bishop Medley ever presided at an Encœnia as visitor at King's College. He continued throughout his life to take great interest in the institution and was on one occasion the alumni orator.

Our observations concerning Dr. Jack's regime as president are now nearly finished. As a resident of Fredericton he was a useful and public-spirited citizen. He and his boon companion, Dr. Robb, were closely associated in the work of the Athenæum and kindred societies, and both contributed valuable papers which were read and discussed from time to time. That Dr. Jack kept in touch with the scientific progress of the day is evident from the recollections of his older pupils. His Encœnial addresses show a wide range of reading. He quotes from such writers as Lord Bacon, Mill, and Whewell. He refers to the discoveries of Newton, Adams and Leverrier; of Franklin; Galvani and Malus; of Oersted and Ampere, and is enthusiastic concerning the electro-magnetic telegraph, which he deems "the most wonderful of all modern discoveries." We can only conjecture what he would have thought of the discoveries of Marconi, Edison and Graham Bell.

When Robb, Gray and Brydone-Jack made a beginning along the lines of practical science it was indeed the day of small things at old King's College, but they made, at the least, a beginning. They saw the need of a library, a museum, a laboratory, and of philosophical apparatus as parts of the College equipment. The philosophical apparatus which was at that time provided was still in evidence in the time when the writer was a student, although even then so antiquated as to

be quite as fit for the museum as for the mathematical lecture-room.

As already mentioned Professor Brydone-Jack, at the time of his arrival in Fredericton in September, 1840, was less than twenty-one years of age. A few years later he married a daughter of the then attorney-general of the province, the Hon. Charles J. Peters. His children by this marriage were four daughters, Mary, Helen, Rose and Blanche, and one son, Hurd, who died young. The eldest daughter, Mary, was killed at her father's side in a very sad carriage accident about 1880. The other daughters married and removed from Fredericton. Some years after the decease of his first wife, Dr. Jack married Miss Caroline Disbrow of St. John. The children of this marriage were:

1. William Disbrow Brydone-Jack, M. D., who was born June 13, 1860, and is now (1918) living in Vancouver, B. C., and engaged in the practice of his profession. He is married and among his children his son Lieut. Herbert D. Brydone-Jack, a graduate of McGill University, has recently been awarded the Military Cross for distinguished conduct in the present war.

2. Arthur Canby Brydone-Jack, barrister, is also a resident of Vancouver. He is married and has issue.

3. Mabel A. Brydone-Jack, married Louis D. Millidge, and lives in St. John.

4. Robin Brydone-Jack died recently in Skagway.

5. Ernest Brydone-Jack is a consulting engineer in Ottawa.

6. The youngest child, a son, died in infancy.

All of the foregoing children were born within the walls of the University building, and in childhood played about the University terrace.

The president's family of eleven children was overshadowed by that of his father-in-law, Attorney-General Peters, as appears from an extract from a letter written by the latter in 1834 in which he remarks, "I came to this colony an infant refugee at its first settlement in 1783 and have grown up with its rise, and have a very large family, probably the largest within it." Attorney-General Peters was a member of the first College Council, nominated by Sir Howard Douglas upon the granting of its Royal Charter. He was attorney-general from 1828 until his decease in 1848.

It was the privilege of Dr. Jack to see the realization of many of his hopes respecting the co-ordination of the work of

the common schools and the high schools with that of the University. It was not, however, until 1891 (five years after his death) that the Act of Assembly was amended so as to make the Chief Superintendent of Education *ex officio* president of the University senate and thereby bring into closer touch all branches of the educational system of New Brunswick.

During his forty-five years of service Dr. Jack enjoyed few holidays. For the first twenty years he had been not only a hard working mathematical professor but a strenuous defender of King's College against the persistent attacks of its enemies. During the next twenty-five years he occupied the presidential chair and guided the University in its formative period.

The time now came when through enfeebled health he was compelled to retire from the work he loved, and to give place to a younger man. He was awarded a well-earned pension of $1,000 per annum in 1885, but did not live long to enjoy it. After his retirement the opportunity came to revisit the land of his birth and revive the associations of his early manhood. To the land of the heather, when he left it in 1840, he had thought soon to return, but as time passed he realized that his life-work was to be in New Brunswick. In his Encœnial address in 1870, fifteen years before he laid down his office as president, he wrote:

"Thirty years, lacking three months, have glided away since I first entered these halls as professor of mathematics and natural philosophy in King's College, Fredericton. Coming fresh from a not unsuccessful career at a time-honored University in my native land, full of hope and youthful ardour, and cheered with fair prospects of advancement at home, I little then thought that New Brunswick was destined to be the abiding place of my mature and declining years, that I should have become so closely identified with its welfare and prosperity, and that I should learn to regard it with affectionate fondness as the country of my adoption.

"Thirty years of the freshest and most vigorous portion of manhood form a long period to every individual. It is especially long in the case of professors, to whom the power of continuing for such a length of time in the regular and active discharge of their duties is seldom vouchsafed."

After his return from Scotland he was made a member of the senate of the University, where it was thought his advice might be of advantage in determining the policy of the institution. But his work was done. He died in Fredericton on his sixty-seventh birthday, November 23, 1886, and was interred in the old cemetery in the heart of the city. His widow survived until 1910.

Not far from the scene in which for nearly half a century he had lived and taught, all that was mortal of our old president and friend was laid to rest.

"*Nunc placida compostus pace quiescit.*"

It has been the design of the writer of this paper to confine his attention to the history of the Provincial University under its several stages of development as:

1. "The Academy or School of Liberal Arts and Sciences."
2. "The College of New Brunswick."
3. "King's College, Fredericton."
4. "The University of New Brunswick."

Also to speak in some detail of the work of William Brydone-Jack, D. C. L., and those who either preceded him or were his co-workers down to the period when the present University was established in 1860.

The limited space at our disposal forbids any reference at this time to the eminent services of Professor George Montgomery-Campbell, Dr. Loring W. Bailey and the late Chancellor Harrison, who during the first quarter of a century at the University did such excellent work in their respective departments. But, for the sake of completeness, a few words are due to Dr. Jack's earlier contemporaries, particularly Dr. James Robb and Professor J. Marshal d'Avray.

James Robb, M. D., was born in Scotland and came to Fredericton in October, 1837, to fill the newly established chair of chemistry and natural history. He and Dr. Jack were accommodated with rooms in the College building and thus became almost constant companions. No professor of the College was more closely identified with the life of the surrounding community than was Dr. Robb. As a professor he was eminently qualified to give instruction in the subjects entrusted to him, and he possessed the happy faculty of impressing his views in a clear and methodical manner upon his pupils. "He loved science," says Dr. Jack, "for its own sake and followed its onward march with neither slow nor faltering steps."

A courteous manner and genial temperament, together with a genuine and playful humor, with which he often enlivened his conversation, marked his intercourse with society, and endeared him to his more intimate acquaintances. But his labors were by no means confined to the class room. The extensive and varied knowledge he had acquired, of every section of the country, enabled him to communicate much valuable informa-

tion, which he freely used on the public platform for the benefit of the community. He was a member of several learned societies and associations in other countries and to these he occasionally sent communications, but his natural modesty and practical turn of mind repressed the desire, and did not allow the leisure to write much on purely scientific or speculative points. Perhaps his most valuable publication was his notes on the geology of New Brunswick, accompanied by a geological map of the province, which appeared in 1849 in Professor Johnston's well-known report on the agricultural capabilities of New Brunswick.

Johnston was a well-known writer on agriculture, a professor of chemistry and mineralogy in the University of Durham, and a fellow of the Royal Society. His report was prepared at the request of Sir Edmund W. Head, and a second edition was printed the following year. He died in England in 1855, at the age of fifty-nine years, and a third edition of his book was published in London in 1857.

Dr. Robb's publications include an oration delivered at the Encœnia of King's College, June 28, 1849; a report of the New Brunswick Society for the encouragement of agriculture, home manufactures and commerce, printed at Fredericton in 1851, and "An Outline of the Course of Improvement in Agriculture, Considered as a Business, an Art and a Science, with Special Reference to New Brunswick," printed in 1856. Dr. Robb's writings breathe the finest spirit and his untiring energy is shown by the work he undertook in the department of agriculture, outside of his regular work in the University. At the time of his death he was secretary of the Provincial Board of Agriculture. It was in a great measure owing to his untiring exertions that the first Provincial Exhibition in Fredericton in 1852 was attended with so great success, and that such order prevailed in all the arrangements.

We are indebted to Dr. L. W. Bailey for a sketch of the life of Dr. Robb which has been printed in pamphlet form. This should some day be amplified by the publication of the fine tribute paid by Dr. Jack in the closing part of his Encœnial oration in 1861.

"The University," said Dr. Jack on this occasion, "lies under the greatest obligations to him for the establishment of its geological museum, and for an extensive collection of the flora of New Brunswick. The latter and many specimens of the former are entirely due to his individual exertions, in the prosecution of which it was often necessary to spend not only time but money."

It is scarcely necessary to add that the museum, which Robb founded, has since been greatly enriched by the zeal and energy of Dr. Bailey and his successors.

Very shortly after the first introduction of the electro-magnetic telegraph, Dr. Robb, in conjunction with Mr. Wilkinson of Fredericton, drew up a report to Lieut.-Governor Sir William Colebrooke on the mode of working it and the expense of its construction and maintenance, with a view to the establishment of a line in this province. In summing up his tribute to the work of Dr. Robb in so many departments of study the president says: "No wonder that his death should be regarded as a public calamity, and on this University, with which he was so long and so honourably connected, the blow falls with peculiar severity. He is the first of our professors whose loss we have been called upon to mourn while still engaged in the active discharge of the duties of his office. In the prime of his life and in the midst of his usefulness, it has pleased the Great Disposer of events to remove him from amongst us."

The first attempt to introduce the study of modern languages into the curriculum of King's College was in November, 1835. The College Council then engaged C. Thomassin, a French gentleman living in Fredericton, to give instruction in French. He resigned in 1848.

A more permanent appointment was made later in the year, when the chair of Modern Languages was given to Joseph Marshal d'Avray. For the next twenty-three years he lectured and taught with signal success. Professor d'Avray was a man of parts. Shortly before he took up his work at the College he opened the first normal school at Fredericton in the autumn of 1847. A similar school was opened in St. John by Edmund Hillyer Duval the next year. The Fredericton normal building was destroyed by fire in 1850 and the school there discontinued until 1870, when it was re-opened with William Crockett, M. A., as principal.

From 1853 to 1858, Professor d'Avray, without having to resign his chair in the College, held the important position of Chief Superintendent of Education. His educational reports written in fresh and vigorous English, are well worth reading after the lapse of sixty-five years. The present Chief Superintendent of Education, W. S. Carter, M.A., LL.D., is to be commended for placing on the walls of his office the portraits of all our chief superintendents, as historic memorials of men who in their generation rendered essential service to the province and to the cause of education.

Professor d'Avray in his annual report for 1855 observes:

"The University is a necessity, it cannot be destroyed without injustice to the youth of New Brunswick, and the greatest injury to the character of the province. All that an intelligent and patriotic government can do is to endeavor to make it more generally useful, that is to say to induce the many instead of the few to avail themselves of its educational resources. In order to effect this, the first step must be to disabuse the public mind on many points in which it has been sedulously misinformed, to instruct it on those of which it is ignorant, and to re-assure it on such points as it has a right to demand as guarantees for the proper training of its students."

Professor d'Avray was a popular and efficient instructor and is remembered as a model of politeness and courtesy. He was kind-hearted and gentle, genial and witty upon occasion, indulgent, generous and brave to the last. He died in 1871, greatly lamented. His daughter and only child, Laurestine Marie, married Dr. Loring Woart Bailey, professor of chemistry, natural science, botany and geology in the University from 1861 to 1907. With her husband she is at this time (1918) still a resident of her native city, Fredericton. The full title of Professor d'Avray, which he did not assume during his life in Fredericton, was Joseph Marshal de Brett Marechal, Baron d'Avray, Chevalier de Saint Louis.

Vancouver, B. C.,
March 9, 1918.

APPENDIX.

MEMORIAL
LAID BEFORE THE GOVERNOR-IN-COUNCIL, DECEMBER 13, 1785.

To His Excellency Thomas Carleton, Esquire, Governor, Captain-General and Commander-in-Chief of the Province of New Brunswick and the territories thereunder belonging, Vice-Admiral, Chancellor, etc., etc.:

Your memorialists, whose names are hereunto subscribed, beg leave to represent and state to your consideration the necessity and expediency of an early attention to the establishment in this infant province of an academy or school of liberal arts and sciences.

Your Excellency need not be reminded of the many peculiarities attending the settlement of this country. The settlement of other provinces has generally originated in the voluntary exertions of a few enterprising individuals, unincumbered and prosecuting their labour at their leisure, and as they found it convenient and most for their advantage. Far different is the situation in which the loyal adventurers here find themselves. Many of them upon removing had sons, whose time of life and former hopes call for an immediate attention to their education. Many public advantages and many conveniences would result to individuals could this be effected within this province, the particulars of which it is unnecessary to enumerate.

Your memorialists do therefore most earnestly request your Excellency will be pleased to grant a charter for the establishing and founding such an academy — that proper persons be appointed trustees, and duly authorized in a corporate capacity to superintend the establishment, etc. That lands be granted to erect proper buildings; and other lands be granted and appropriated for the use of the academy; particularly they pray for a *part*, or the *whole* of the reserved lands in the neighbourhood of *Fredericksburg*. Your memorialists will not trouble you with any scheme or plan of the charter prayed for, but submit the whole to your judgment and discretion.

And as in duty bound, etc.

William Paine,
William Wanton,
Geo. Sproule,
Zeph. Kingsley.
John Coffin,
Ward Chipman,
A. Paddock.

The above memorial having been duly considered by the governor-in-council, it was ordered "That the attorney-general and the solicitor-general be directed, with all convenient speed, to prepare the draft charter for the establishment of the said institution."

Sources of Information Respecting the University of New Brunswick, and Those Educational Institutions which Preceded it.

1. History of the University of New Brunswick, by the late Thomas Harrison, M.A., LL.D., printed at Toronto in 1898 at pp. 275-274, in "Canada, an Encyclopedia of the Country," Vol. IV. Castell-Hopkins.

2. Historical sketch of Education in New Brunswick, by James R. Inch, M.A., LL.D., printed at pp. 225-234 in Vol. III, same series as above. Castell-Hopkins.

3. Account of the establishment of King's College in Lawrence's "Judges of New Brunswick," pp. 263-267 and also at pp. 244-252, printed by Barnes & Co., St. John, N. B., in 1907.

4. A series of articles in the "University Monthly," by Fred. St. John Bliss, B.A., mostly documentary history of the "Academy" at Fredericton, and the old College of New Brunswick."

5. Encœnial orations of Dr. Brydone-Jack for the years 1853, 1861, 1870 and 1876, bound up herewith.

6. Douglas prize essay on the Centennial of the U. N. B., by W. O. Raymond, Jr., with appendices — now, probably, in the library of the University.

7. The University Calendars.